

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ
ІМЕНІ СЕМЕНА КУЗНЕЦЯ



Всесвітня історія

робоча програма навчальної дисципліни

Галузь знань	<i>29 Міжнародні відносини</i>
Спеціальність	<i>291 Міжнародні відносини, суспільні комунікації та регіональні студії</i>
Освітній рівень	<i>перший (бакалаврський) рівень</i>
Освітня програма	<i>Міжнародні відносини, суспільні комунікації та регіональні студії</i>
Статус дисципліни	<i>базова</i>
Мова викладання, навчання та оцінювання	<i>англійська</i>

Завідувач кафедри
міжнародного бізнесу та економічного аналізу

Ірина ОТЕНКО

Харків
2020

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS



World History

Syllabus of the academic discipline

Field of knowledge	<i>29 International Relations</i>
Specialty	<i>291 International Relations, Social Communications and Regional Studies</i>
Education level	<i>First (Bachelor) degree</i>
Education programme	<i>International Relations, Social Communications and Regional Studies</i>

Status of the academic discipline	<i>Basic</i>
The language of teaching, learning, and rating	<i>English</i>

Head of department of international business and economic analysis

A handwritten signature in blue ink, which appears to be "Iryna OTENKO", written over a horizontal line.

Iryna OTENKO

Kharkiv
2020

APPROVED

at the meeting of the International Business and Economic Analysis Department
Protocol № 1 from 25 August 2020.

Compiled by:

Andrii Pastushenko, PhD, Associate professor of the Department of international business
and economic analysis

Letter of renewal and re-approval of the syllabus of the educational discipline

Academic year	Date of the meeting of the department	Protocol number	Sign of the Head of the department

Abstract of the discipline

The academic discipline "World History" was created for students of the Kharkiv National Economic University named after. S. Kuznets in order to improve their understanding and understanding of the development of humankind in the scale of the entire planet. The discipline program is developed using an chronological approach, according to which the time line of the subject begins with the emergence of early humans and ends with the prospects of human development in the future. Consequently, mastery of discipline must form a great picture of the world with the understanding that all things on earth are interconnected and that every historical phenomenon is the result of many factors.

The course "World History" includes lectures, practical classes and independent work of students. Both types of classroom work, lectures and practical classes, developed with the involvement of active teaching methods for the intensive development of relevant competencies among students.

Characteristics of the discipline

Year of study	1
Semester	2
Кількість кредитів ECTS	5
Форма підсумкового контролю	Examination

Structural scheme of studying the discipline

Prerequisites	Post requisites
Basics of economics	International relations and world politics
Philosophy	Diplomatic protocol and etiquette
Jurisprudence	Theory of international relations
Foreign language	International cultural relations
	International relations in the Northern and Southern Americas
	International relations in the Asiatic and Pacific region
	International relations in Africa and Near East
	International relations in Europe

Competencies and study results of the discipline

Competencies	Study results
Generic Competence (GC) 2. Ability to keep and multiply moral, cultural, scientific values and achievements of society on the basis of understanding history and regularities of the subject area development, its place in the wider system of knowledges about nature and society, and in the development of society, technics and technologies, ability to use different kinds and forms of moving activity of the active rest and having healthy way of life. GC3. Ability to learn and master modern knowledges GC4. Knowledge and understanding of the subjective area and understanding of the professional activity	Learning outcome (LO) 07. To describe and analyze international situations, collect necessary information on international and foreign policies events and processes from different sources LO 08. Collect, process and analyze volumes of information on the state of international relations, foreign policy of Ukraine and other countries, regional systems, international communications LO 04. Know principles, mechanisms and processes of making foreign policies of states, interactions between foreign and domestic policies, defying and realizing national interests of states in international area, process of forming and adopting foreign policy decisions

<p>GC 8. Ability to apply abstract thinking, analysis and synthesis</p> <p>GC12. Ability to search, explore and analyze information from different sources</p> <p>SC2. Ability to analyze international processes in different contexts, that is to say political, security, legal, economic, social, cultural and information ones.</p> <p>SC10. Ability to analyze the structure and dynamics of international public communications, to show their impact on the international system, state and public institutions.</p>	<p>LO 09. Research problems of international relations, regional development, foreign policy, international communications using modern political, economic, and legal theories and competencies, scientific methods and interdisciplinary approaches, present results of studies, provide relevant recommendations</p> <p>LO 13. Lead professional discussion on issues of international relations, international communications, regional studies, foreign policy activity, argue own position respect opponents and their points of view</p> <p>LO 01. To know and understand the nature of international relations and the regional development, evolution, current state of theoretical studies on international relations and world policies as well as the nature and sources of state policies in the international arena and activity of other members of international relations</p>
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The Course Curriculum

Content module 1 The emergence and development of mankind in the period from prehistoric times to modern times

Theme 1 The early history of humankind and the emergence of agriculture

Human appearance and evolution: Australopithecus, homo habilis, homo ergaster / erectus, Heidelberg man, Neanderthals, Flores Island people, Homo Denisovan, Homo Sapiens (Cro-Magnon). Migration of the Sapience from Africa and their population around the world. The emergence of the reproductive economy in Asia, Africa and America. The problem of the Neolithic revolution. The Natufi tribes in the Fertile Crescent. Population growth and the first cities (Jericho and Gebekli-Tepe). Three World Zones (Afro-Eurasian, American and Austrian / Papua New Guinean). The first nomadic herders (semi-nomadic). Sumer – the first agrarian civilization.

Theme 2. Civilizations of the Ancient East (3 000 – 600s BCE)

The Akkadian Empire of Sargon II. The New Sumerian period in Mesopotamia. The kingdom of Babylon. The Hittite kingdom. Assyrian kingdom. Ancient Egypt (Ancient Kingdom, Middle Kingdom, New Kingdom). Nubian tribes, Hebrew tribes. Settlement of Bantu herding tribes in Africa. Minoan civilization. Mycenaean civilization. The Phoenicians. Indo-European tribes (Aryans). The first civilizations of India (Mohenjo-Daro and Harappa). China Shang Dynasty. Olmeco Mesoamerica and Andean culture (Carole city, Chavin culture). Nomads.

Theme 3. Classical civilizations of Europe and the Middle East (600s – 400s BCE)

The Persian Empire of the Achaemenids. Parthian kingdom. The state of the Sassanid. Phoenicia and Carthage. Ancient Greece (Hellas). The Macedonian Empire. Hellenistic world. Ancient Roman state. The emergence and spread of Christianity.

Theme 4. Ancient civilizations of southern and eastern Asia (600s – 400s BCE)

Qin and Han Chinese Empires. The Mauryan Empire. The emergence of Buddhism (Hinayana). Ashoka Maurya's activities. The Kushan Empire (early centuries CE) and the emergence of Mahayana Buddhism. The Gupta Empire (300 – 500 CE).

Theme 5. Europe and the World (400s – 1400s CE)

Western European states (feudalism and Christianity). The ancient Slavs and their state formations. Byzantine Empire. The emergence of Islam. Arab world (Dar al-Islam and Dar al-Harb). Shiites and Sunnis. Umayyad Caliphate. Abbasid Caliphate. Confrontation of Christian and Muslim civilizations: Crusades, Reconquista and knightly orders.

Ghana and Mali. Swahili cities. Chinese dynasties Sui, Tang, Song. Japan (Heian period and the establishment of the Shogunate). The Delhi Sultanate. Khmer Empire (500 – 1400 CE) In Cambodia and the Shrivija empire (500 – 1100 CE). On the islands of Indonesia and the Malacca Peninsula. Mongolian Empire. Mongolian Yuan Dynasty in China. pro-Mongol Dynasty in Korea. Mongolian Ilhanat. The Golden Horde. The Ming Dynasty in China.

American Civilizations (Teotihuacan City, Maya, Toltecs, Aztecs, Incas).

Theme 6. Europe and the World in the age of early colonial expansion

The capture of Constantinople by the Ottoman Turks in 1453. The development of marine technologies. Great geographical discoveries. The Scientific Revolution in Europe. Reformation and counter-reformation in Europe. The Titans of the Renaissance. Conquest of the New World. Early Colonial Expansion and Maritime Robbery. Columbian exchange. Slavery and forced labour systems. The Moscow state and the emergence of the Russian Empire.

Theme 7. Europe and the World from 1500s to 1700s CE

Development of the colonial empires in the 17th to 18th centuries. Colonialist wars. Frontier societies. The Ottoman Empire. The Mughal Empire. The Songhai and Congo States. The Qing Dynasty in China. Shogunat Tokugawa (Shogunate Edo) in Japan. The Sikh Movement in India.

Content Module 2 Modern and recent periods

Theme 8. Imperialism, industrialization and political ideologies (1600s – 1750s)

General changes in the economy and demographics. The formation of the bourgeoisie and the bourgeois revolution. The US National Liberation Revolution. Napoleonic wars. Slavery and serfdom. The Civil War in the United States. Early industrialization. Industrial revolution in Great Britain, USA, France, Switzerland, Germany, Italy, Russian Empire, Japan. Development of transport and communication facilities. Oil inventions (inventions of James Young and Edwin Drake).

Theme 9. Imperialism, industrialization and political ideologies in the 1800s

Changes in the world economy for the benefit of European countries. Ideologies (racism, social Darwinism, anarchism, socialism (utopian socialism, Marxism), nationalism, legal positivism, liberal imperialism). Development of military technologies. The Colonial Division of Africa (Berlin Conference). British colonial empire. China (Opium War, Taiping Uprising). The French colonial empire. The Russian Empire. The USA expansion. Japan's expansion. Formation of military blocks. Late Ottoman Empire and the establishment of the regime of the Young Turks. The Habsburg Empire. National Union of Germany ("real politics" by Otto von Bismarck) and Italy. National liberation movements of the nineteenth century. and the 1878 Berlin Congress.

Theme 10. The First World War and the interwar period (1914–1939)

The causes and the beginning of the First World War. The Schlieffen Plan. The Galician battle. The first battle of Marna. The trench war. The Battle of Verdun. Battle of the Somme. Brusilovsky breakthrough. Gorlitsky breakthrough. Naval War. February Revolution in the Russian Empire. Petrograd coup: the Bolsheviks came to power. The November Revolution in Germany. The collapse of Austria-Hungary. The end of the First World War. Consequences of war. Paris Peace

Conference and Creation of the League of Nations (1919–1920). The fate of Germany. The November Revolution in Germany (Socialist and Nationalist Movements). Weimar Republic. Global economic crisis Development of totalitarian regimes in Europe (USSR, Hitler Germany). Authoritarian regimes in Italy and Japan. National liberation movements of the interwar period.

Theme 11. The Second World War (1939–1945)

The causes of World War II. The crisis of liberal values. The world economic crisis. International prerequisites. The policy of reconciliation of the aggressor by the Western European states. The confrontation between fascism and communism (the war in Spain). Aggression of Japan and Italy in the 1930s. Stalinist repression in the USSR. Cooperation between the USSR and Germany. The outbreak of World War II. Sovietization of western Ukraine. War in 1939 – 1941. The Finnish war. Germany's attack on the USSR. The Atlantic Charter. Japan and Germany attack on the US. War in North Africa. The expansion of Japan in 1941 – 1942. Occupational repressive regimes. The turning point in the war of 1942 (the battle of Midway Island, the battle of El-Alamein, the battle of Stalingrad). Landing of Allies in Italy. Day D (Operation Overlord). The expulsion of the Nazis from Eastern Europe. The surrender of Germany and Japan. Tehran, Yalta and Potsdam Big Three conferences.

Theme 12. The Cold War and regional processes from 1950 to the 2000s

The creation of the UN and the beginning of the Bretton Woods monetary system. Marshall's plan. Creation of IMF and IBRD. The first stage of the Cold War (the formation of NATO and ATS military-political blocs). Separate path of communist Yugoslavia. Kennan's long telegram and the Truman restraint doctrine ("domino principle"). The MAD principle. The Second Stage of the Cold War (1949–1968) (Communist Establishment in China, Korean War, Vietnam War). The Suez crisis of 1956 The Cuban revolution of 1959 The Caribbean crisis of 1962 Two Berlin crises. The Hungarian Revolution of 1956 and the Prague Spring of 1968. The third phase of the Cold War was the 1968-1979 war. The Afghan war and the Sandinista revolution in Nicaragua. Crisis Phenomena in Communist Bloc Countries. Causes and process of the collapse of the USSR.

Decolonization trends and the emergence of the Non-Aligned Movement (NAM). Communist countries of Eastern Europe. Western European capitalist countries (Third Way capitalism, integration processes (ECSC, EEC), attempts to preserve colonial empires, "red May" in France, authoritarian regimes of Portugal, Greece and Spain, terrorist groups of Europe (ETA, IRA), economic crisis 1970 States of the Middle East (Turkey, Iran, Iraq, Egypt, Israel and Arab-Israeli wars) .Arish Qaeda terrorist organizations (Al Qaeda, Hamas, Hezbollah, ISIL) colonization of Africa, South Africa and the apartheid problem, East Asian countries (Communist transformations in China, East Asian Tigers), South and Southeast Asia and America, Australia, New Zealand and Oceania.

Decolonization processes in Southeast Africa. Sukarno and Suharto modes in Indonesia. Indochina decolonization and the Vietnam War. Creation of ASEAN. Khmer Rouge mode in Cambodia. The emergence of OAS. Latin American countries (Argentina, Chile, Guatemala, Mexico, etc.). Western European countries, the USA, Russia and the PRC at the beginning of the 21st century Disarmament programs. Terrorist threats. Genocides in Rwanda and Yugoslavia. Role of international organizations (UN, WTO, ISS). The emergence and development of the European Union. Democracy and authoritarianism at the present stage. Environmental and humanitarian problems at the present stage.

The list of practical lessons as well as questions and tasks for individual work is given in the table "Rating plan of the study course".

Teaching and learning methods

The methods used in the discipline for providing students with effective teaching and interactive learning are discussion, case-study, role-playing, tests, creative tasks, small groups, problematical questions.

In the practical lesson on the theme 1st students take part in simulation “Trade in the Stone Age” role-playing Stone age humans and making exchanges of various commodities. During theme 2 practical lesson students work in small groups over the map “Early human migrations map” reconstructing it on the basis of non-fiction article. During theme 3 practical lesson students do role-playing mediation: divided into subgroups of farmers and nomadic pastoralists they try to solve conflict and find a compromise between these two peoples. The practical lesson on theme 4 is concentrated on the simulation “Trade in the Classical world” role-playing different Greek city-states and the Barbarians that trade with each other. The theme 5 practical lesson is devoted to the quiz game “12 envelopes” (each team try to solve all tasks from each envelope faster than others). Performing the exercise “Gallery”, students watch pictures, leave their comments, then, discuss the exposition with all students in class. The theme 6 practical lesson is based on the exercise “Sale the topic”, when students in small groups try to make advertising presentation of the topic explaining its theoretical and practical use for customers. The practical lesson on 7 theme and 8 theme is built up on the exercise “Balloon debates” with students role-playing various historical characters and analyzing their positive and negative features in the form of debate. During the practical lesson on the theme 9 students work in small groups over the map “Human migrations from 1400 to 1800” reconstructing it on the basis of non-fiction essay. The practical lessons on theme 10 is concentrated on the negotiation simulations “Alliances of 1914” (simulation of diplomatic correspondence between states) and “Paris peace treaty of 1919–20” (simulation of negotiation process between states). Practical lesson on themes 11 and 12 is also based on negotiation simulations “Yalta peace conference of 1945” or “The Cuban crisis of 1962” with students role-playing in small groups various states in the negotiation process.

The procedure of evaluating learning outcomes

Simon Kuznets KhNUE uses accumulative (100-grade) system of evaluation. Current learning outcomes are awarded 35 points minimum and 60 points maximum, while the final exam points cover from 25 points to 40 points for written work.

The rating system of the world history is a several-tired evaluation process. In practical lessons students can receive grades for their active work having performed learning individually or in subgroups. The exercises may be in the form of role-playing, simulations, question-answer sessions, discussions, team research, etc. Each lesson can bring maximum 1 point to students. Totally students can receive 12 points for excellent performance during all practical lessons.

Individual work for each student includes working on individual tasks which are different in each topic. The individual task is provided in the form of reading with the follow-up questions. Students thus select the text assignment which they like most, complete it and upload to the Moodle system course. Optionally, the individual assignments can be done in classroom following a mini-lecture. Each individual assignment costs 1 point. Totally students can receive 12 points for excellent performance of individual assignments.

With the purpose of assessing knowledge of lecture material the Moodle course contains online tests attached to every lecture. After working with the lecture material students have to pass the online-test and receive 1 point in case of excellent performance. Totally students can receive 12 points for excellent performance of all online tests.

The academic discipline, like most of other disciplines, includes two content module assignments which it is possible for students to do off-line or online. The module assignment is designed in the form of two multiple choice tests and two essay writings and brings 12 points to students. The excellent performance of two module assignments is equivalent of 24 points. To some extent, the module assignment is similar to the examination paper in order to provide some training for those students who prepares for the finals.

The exam paper includes four questions or tasks (two stereotypical, one diagnostic and one heuristic questions or tasks). Student will be awarded 14 points for the excellent solution of the stereotypical tasks, 12 points for the excellent solution of the diagnostic task and 14 points for the excellent solution of the heuristic task. The maximum grade for the excellent answers or solutions is 40 points, the minimum grade for the satisfying answers or solutions is 25 points.

- Lectures – 12 points
- Online-tests – 12 points
- Practical lessons – 12 points
- Module assignments – 24 points
- Final examination – 40 points

The final grade is provided according to the rate presented in table “The grading rate: national rate and ECTS”.

The forms of evaluation and point allocation are given in table “The rating plan of the academic course”.

National and ESTC scale of evaluation

Total score on a 100-point scale	ECTS assessment scale	Assessment on the national scale	
		for exam, differentiated test, course project (work), practice, training	for pass
90 – 100	A	excellent	pass
82 – 89	B	good	
74 – 81	C	satisfactory	
64 – 73	D		
60 – 63	E	unsatisfactory	not pass
35 – 59	FX		

Rating plan of the discipline

Theme	Forms and types of assignments	Forms of assessment	Max points	
Theme 1.	<i>Class work</i>			
	Lecture	Lecture «The early history of humankind and the emergence of agriculture»	Test (Moodle)	1
			Discussion	1
	Practical lesson	Simulation “Trade in the Stone age”	Simulation	1
	<i>Individual work</i>			
Questions and tasks for individual work	Lecture material Reading about early farmers			

Theme 2.	<i>Class work</i>			
	Lecture	Lecture “Civilizations of the Ancient East (3 000 – 600s BCE)”	Test (Moodle)	1
			Discussion	1
	Practical lesson	Doing “Early human migrations map”		
	<i>Individual work</i>			
Questions and tasks for individual work	Lecture material			
	Reading about particular civilizations			
Theme 3.	<i>Class work</i>			
	Lecture	Lecture “Classical civilizations of Europe and the Middle East (600s – 400s BCE)”	Test (Moodle)	1
			Discussion	1
	Practical lesson	Mediation “Establishing negotiations between farmers and nomadic pastoralists of Mesopotamia”		
	<i>Individual work</i>			
Questions and tasks for individual work	Lecture material			
	Reading about classical civilizations			
Theme 4.	<i>Class work</i>			
	Lecture	Lecture “Ancient civilizations of southern and Eastern Asia (600s – 400s BCE)”	Test (Moodle)	1
			Discussion	1
	Practical lesson	Simulation “Trade in the Classical world”	Simulation	1
	<i>Individual work</i>			
Questions and tasks for individual work	Lecture material			
	Reading about ancient civilizations of Eastern Asia			
Theme 5.	<i>Class work</i>			
	Lecture	Lecture “Europe and World (400s – 1400s CE)”	Test (Moodle)	1
			Discussion	1
	Practical lesson	“Gallery walk” and “12 envelopes”	Discussion	1
	<i>Individual work</i>			
Questions and tasks for individual work	Lecture material			
	Reading about countries of Europe and world			
Theme 6.	<i>Class work</i>			
	Lecture	Lecture “Europe and the World during the early colonial expansion”	Test (Moodle)	1
			Discussion	1

	Practical lesson	Role-playing “Theater” or “Sale the topic”	Role-playing	1
	<i>Individual work</i>			
	Questions and tasks for individual work	Lecture material Reading about Europe and the World		
Theme 7.	<i>Class work</i>			
	Lecture	Lecture “Europe and the World from 1500s to 1700s CE”	Test (Moodle)	1
			Discussion	1
	Practical lesson	Module assignment Quick revision of lectures	Written work	12
			Discussion	1
<i>Individual work</i>				
	Questions and tasks for individual work	Lecture material Reading about Europe and the World from 1500s to 1700s CE		
Theme 8.	<i>Class work</i>			
	Lecture	Lecture “Imperialism, industrialization and political ideologies (1600s – 1750s)”	Test (Moodle)	1
			Discussion	1
	Practical lesson	Role-playing activity “Balloon debates”	Debates	1
<i>Individual work</i>				
	Questions and tasks for individual work	Lecture material Reading about “Imperialism, industrialization and political ideologies (1600s – 1750s)”		
Theme 9.	<i>Class work</i>			
	Lecture	Lecture “Imperialism, industrialization and political ideologies in the 1800s”	Test (Moodle)	1
			Discussion	1
	Practical lesson	Simulation “Historical news” Work with map “Human Migrations from 1400 to 1800” or public hearing simulation “Abolition of serfdom in the Russian Empire”	Role-playing and presentation	1
<i>Individual work</i>				

	Questions and tasks for individual work	Lecture material Reading about imperialism, industrialization and political ideologies in the 1800s		
Theme 10.	<i>Class work</i>			
	Lecture	Lecture “The First World War and the interwar period (1914–1939)”	Test (Moodle)	1
			Discussion	1
	Practical lesson	Simulation «Alliances of 1914” or “Paris peace treaty of 1919 –20”	Simulation	1
	<i>Individual work</i>			
Questions and tasks for individual work	Lecture material Reading about the First World War and the interwar period			
Theme 11	<i>Class work</i>			
	Lecture	Lecture “The Second World War (1939–1945)”	Test (Moodle)	1
			Discussion	1
	Practical lesson	Simulation “Yalta peace conference of 1945” or “The Cuban crisis of 1962”	Simulation	1
	<i>Individual work</i>			
Questions and tasks for individual work	Lecture material Reading about the Second World War			
Theme 12	<i>Class work</i>			
	Lecture	Lecture “The Cold War and regional processes from 1950 to the 2000s”	Test (Moodle)	1
			Discussion	1
	Practical lesson	Revision of the lectures	Discussion	1
		Module assignment	Written work	12
<i>Individual work</i>				
Questions and tasks for individual work	Lecture materials revision Reading about the Cold War and regional processes from 1950 to the 2000s			
Final examination			40	

Literature

Primary

1. Basic lecture notes on the world history compiled by A. Pastushenko – Access: <https://pns.hneu.edu.ua/course/view.php?id=4877>
2. World History. Guidelines to practical tasks for Bachelor's (first) degree students of subject area 29 "International Relations" [Electronic resource] / compil. by A. Pastushenko; Simon Kuznets Kharkiv national university of economics. - E-text data (328 KB). - Kharkiv : S. Kuznets KhNUE, 2020. - 29 p.

Secondary

3. Brown C. S. Big History: From the Big Bang to the Present / Cynthia Stokes Brown. – New York, London: The New Press, 2007. – 288 p.
4. Butt, J. J. The Greenwood Dictionary of World History / John Butt. – Westport, Connecticut; London: Greenwood Press, 2006. – 398 p.
5. Christian D. Maps of Time: An Introduction to Big History / David Christian. – Berkeley, Los Angeles, London: University of California Press, 2011. – 642 p.
6. Christian D. Origin Story: A Big History of Everything / David Christian. – New York, Boston, London: Little, Brown and Company, 2018. – 261 p.
7. Marr A. A History of the World / Andrew Marr. – London: Pan Macmillan, 2012. – 640 p.
8. Wiesner-Hanks M. E. A Concise History of the World / Merry E. Wiesner-Hanks. – Cambridge: Cambridge University Press, 2015. – 396 p.
9. Харарі Ю. Н. Людина розумна: історія людства від минулого до майбутнього. Пер. з англ. Ярослава Лебеденка / Ювал Ной Харарі. – Харків: Клуб сімейного дозвілля, 2018. – 544 с.
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Internet resources

11. OER Project [website] / Access: <https://www.oerproject.com/Big-History>
12. Website of S. Kuznets KhNUE's the Personal Study System. Academic Discipline "World History" – Access: <https://pns.hneu.edu.ua/course/view.php?id=4877>